Indigenous women are rarely considered in world politics. Yet from their positions of marginality, they are shaping politics in significant ways. This course inter-weaves feminist and Indigenous approaches to reveal the importance of Indigenous women’s political contributions. It seeks not merely to recognize their achievements but to also understand why they matter in world politics.

The course tackles varied Indigenous contexts, ranging from pre-conquest gender relations to the Indigenous women political participation in electoral politics today. We will learn how Indigenous women played diplomatic roles and led armies into battle during colonial times. We will analyze the progressive erosion of their political and economic power, notably through the introduction of property rights, to understand the intersectional forms of racial, class, and gender violence. Course materials explore the linkages between sexuality and colonization, revealing how sexual violence was a tool of conquest, how gender norms were enforced and sexualities disciplined. We will analyze Indigenous feminism as well as struggles for self-determination. The course emphasizes legality, from bureaucratic erasure to the legal struggles of Maya weavers in defense of collective intellectual property rights. We follow indigenous women's struggles from the Arctic to the Andes to understand how they articulate local, national, and international politics.

_Syllabus subject to change depending on current events and collaborative dynamics_  
_Students are invited to contribute suggestions for course contents and assignments_

**Proposed grading structure**

20% **Class participation** – Students are expected to attend all classes having read all the assigned materials; everyone should be prepared for and engage in class discussion, collaborative exercises, and quizzes. Participation also includes weekly news posting online with news related to the course materials of each week in closed group on social media.

10% **Entry / Exit Reflection Essay**: Free writing essay (about 500 words). Required / no grade. Turn in to the professor on the first and last days of class.
10% Interventions – Mead art intervention project on native women artists (collaborative work). Guidelines to follow.

20% Case-study oral presentation – Groups of two students will present a case-study of their choice related to the theme of the day: 10min oral presentations in class followed by Q&A + essay to be emailed to professor prior to class (500 words + list of references).

20% Podcast – students will pair up to make a 15min podcast connecting one of the books read in class with life experiences (or a specific project). Guidelines to follow.

20% Final Essay – Final research papers should provide comprehensive information and conceptual analysis (about 1500 words). Guidelines to follow.

Required books


Lianne Simpson. 2017. As We Have Always Done. University of Minnesota Press.

Suggested books


Pauline Johnson. 1913. A Red Girl’s Reasoning. (link here)


Course Outline

February 16. Class 1. Introductions
   In-class- Documentary film “500 years: Life and Resistance”

February 23. Class 2. Indigenous worldviews


March 2. Class 3. Embodying the frontlines: resiliency and vulnerability
Manuela Picq. 2018. Vernacular Sovereignties. (introduction, chapter 1)


Manuela Picq. 2018. Vernacular Sovereignties (chapter 2)


March 16. Class 5. Conquest on women’s bodies


March 23. Class 6. Dispossession through law (Maeve/)
Deborah Kanter. 1995. “Native Female Land Tenure and Its Decline in Mexico.” 
*Ethnohistory* 42(4).

*New Diversities.*

Land grant (grab) universities

Film “American Outrage”

**March 30. Class 7. Art as resistance – Mead Presentation for Interventions.**
Manuela Picq. 2017. “Maya weavers propose a collective intellectual property law”
*Intercontinental Cry (here)*

(work on interventions)


Documentary film “Kumu Hina” (by Dean Hamer and Joe Wilson)

**April 13. Class 9. Rape and the law, then and now (Campbell/Grace)**

**April 20. NO CLASS**


Francesc Badia I Dalmases, Series Defenders of the Forest (here)
Film Bertha Caceres, “Guardiana de los Rios”

(Podcasts due)

**May 27. Class 11. Legal sovereignty**
Manuela Picq. 2018. *Vernacular Sovereignties*. (Chapt 4 and 5)


**May 4. Class 12. The politics of race (Maya)**


Podcast: [Black and Indigenous Storytelling as Counter-History - SAPIENS](#)

**May 11. Class 13 – Conclusions: Sacred Instructions and “As we have always done”**
Sherri Mitchell on indigenous wisdom ([talk](#))

Lianne Simpson. 2017. *As We Have Always Done* (groups present selected chapters)

**May 18. Class 14. Presentations of final projects to the class**

(exit essays due)

**May 20 - 23 - Reading Period**
**May 24 - 28 - Exam Period**

~~ End of the semester ~~
Art by Lianne Charlie